

**ELEMENTARY SCHOOL PARENTS' PERCEPTIONS OF ONLINE LEARNING DURING  
COVID-19 QUARANTINE: A PHENOMENOLOGICAL STUDY AT SDIT AR-RISALAH  
WONOSARI KLATEN**



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
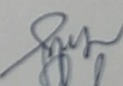

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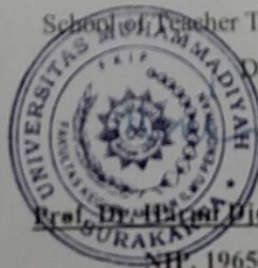
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# **ELEMENTARY SCHOOL PARENTS' PERCEPTIONS OF ONLINE LEARNING DURING COVID-19 QUARANTINE: A PHENOMENOLOGICAL STUDY AT SDIT AR-RISALAH WONOSARI KLATEN**

## **Abstrak**

Pandemik covid-19 menjadikan perubahan besar hampir diseluruh bidang kehidupan diseluruh dunia, salah satunya pada bidang pendidikan. Di Indonesia, perubahan system pendidikan formal dari luring (tatap muka) menjadi daring (pembelajaran online). Dalam perubahannya banyak pihak yang tidak siap dengan perubahan system ini, salah satunya adalah orang tua siswa. Oleh karenanya, peneliti ingin mengetahui perspektif orang tua siswa tentang system pembelajaran daring dan kendala yang dihadapi saat mendampingi anak mereka ketika berlansungnya pembelajaran daring. Penelitian ini merupakan penelitian deskriptif kualitatif dengan menggunakan pendekatan *phenomenology*. Data dikumpulkan dari hasil wawancara dan dianalisis menggunakan konten data interpretasi analisis. Subjek dari penelitian ini merupakan orang tua siswa SDIT Ar-Risalah. Hasilnya menunjukkan bahwa orang tua berpendapat jika pembelajaran daring dirasa kurang efektif dan sulitnya mengajari anak saat pembelajaran daring merupakan kendala yang sering dialami orang tua.

**Kata kunci:** pembelajaran daring, pendekatan phenomenology, siswa sekolah dasar.

## **Abstract**

The Covid-19 pandemic has made major changes in almost all lines of life in around the world, one of it is in the field of education. In Indonesia, the change in the formal education system from offline (face-to-face) to online learning. Many parties are not ready for this system change, one of which is the parents of students. Therefore, the researcher wanted to know the parents' perspectives on the online learning system and the obstacles faced when accompanying their children when online learning took place. This research is a qualitative descriptive study using the phenomenology approach. Data were collected from interviews and analyzed using data content analysis interpretation. The subjects of this study were the parents of SDIT Ar-Risalah students. The results show that parents think that online learning is considered ineffective and that it is difficult to teach children when learning online is an obstacle that parents often experience.

**Keywords:** online learning, phenomenology, elementary school student.

## **1. INTRODUCTION**

In case of educational activities, the policies for the field of education taken by the government regarding COVID 19 cases are: online learning for school children, online lectures, abolished 2020 national exams. Ministry of Education and Culture (2020), in circular number 15 of 2020 concerning Guidelines for Organizing Learning from Home in an Emergency for the Spread of Covid-19, it is stated that the purpose of implementing BDR (*Belajar Dari rumah*) is to ensure the fulfillment of the rights of students to get

educational services during the Covid-19 emergency, protecting unit residents education from the adverse effects of Covid-19, preventing the spread and transmission of Covid-19 in education units and ensuring the fulfillment of psychosocial support for educators, students, and parents. The methods and media for implementing BDR are carried out with Distance Learning which is divided into two approaches, namely *daring* and *luring*. *Daring* is online based learning in which the teacher give the instruction or task through online media (e.g Google Meet) and *luring* is offline based learning in which student can get their material from printed book.

In responding to the teaching and learning process in this pandemic era, the use of media is an important part. In the use of media, especially in online classes, creativity and careful instructional considerations from the teacher are needed. According to Eddy Luaran et al (2014) online learning or often known as e-learning itself is an electronic-based learning process. E-learning or online learning is used to provide instructional programs to students who are separated by distance and from the instructor or teacher. It uses the Internet, computer, network, and multimedia technologies. The use of the internet and supporting applications that contribute to the teaching and learning process cannot be avoided. Unfortunately, many problems and limitations also arose in implementing the e-learning system at the time of the COVID-19 outbreak, especially in Indonesia (Rochyani & Arif, 2020).

Nevertheless, according to Ofcom (2017) most users of online learning are adult learners or higher education, especially given the fact that technology-rich countries, this target audience has become very active users of computers and mobile applications. Whereas in the current phenomenon, users of online learning are not only adult learner but also young learners. As Guzdial (2014) put it that young learners have a less formal educational experience and may need very different support from older or more educated students. In another case, the use of online media for young learners is still rare. Therefore, the role of parents as a substitute medium for teachers at home is needed especially when online learning.

Parents are the subject who can give a perception about how the online learning situation when they accompanying their children during online learning based on a phenomenon. A phenomenological approach is an approach that is used a deep interview

and observation without any personal perspective or judgment from the researcher. Phenomenology aims to interpret social action in social life. This study is a direct excavation of participants' experiences without being influenced by previous theory or research and also no need to test previous assumptions (Heilman, 2018).

This research concern to analyze the parent's perception on the online learning used by young learner during the Covid-19 pandemic. It analyze whether their young learner face difficulties while online learning during the Covid-19 pandemic. The researcher gathers the data from the parent of young learner who accompanying their children while online learning during the Covid-19 pandemic. Therefore, the researcher conduct a research entitled **“ELEMENTARY SCHOOL PARENTS' PERCEPTIONS OF ONLINE LEARNING DURING COVID-19 QUARANTINE: A PHENOMENOLOGICAL STUDY AT SDIT AR-RISALAH WONOSARI KLATEN”**

## **2. METHOD**

This research used qualitative approach. Moelong (2011: 6) is a research that aims to understand the phenomena experienced by research subjects, such as behavior, perception, motivation, actions, etc. holistically and by means of descriptions in the form of words and language, at a specific contexts that are natural and by making use of various natural methods. This means that qualitative researchers study things in their natural settings, trying to understand or interpret, phenomena in the sense of meaning that people bring to them. According to Heilman (2018). This study is a direct excavation of participants' experiences without being influenced by previous theory or research and also no need to test previous assumptions. Phenomenological interviews are used as a means to explore and collect experimental material, while hermeneutic interviews are used to explore the interpretive meaning of material obtained from phenomenological interviews or other data sources. In this research, researcher interviewed the parents of young learner in SDIT Ar-Risalah Wonosari. The research focuses on the parent's perception by analyzing data interview transcription by using phenomenological approach.

### **3. FINDING AND DISCUSSION**

#### **3.1. Findings**

##### **3.1.1. Parents' Perception of Online Learning During Pandemic Covid-19**

Since March 2020, the Indonesian Government has asked all schools to implement an online home learning system. This policy is an effort to reduce the rate of spread of Covid-19, which to this day in Indonesia still touches thousands of new cases every day. Parents who accompany or even teach their children during online learning feel that online learning is less effective in learning so that face-to-face contact between students and their teachers is still needed.

##### **Interviewee 1.1**

*"...Menurut saya tidak efisien karena siswa tidak sepenuhnya mendapatkan pembelajaran materi sekolah yang pada umumnya didapatkan disekolah..."*

*"...In my opinion, it is not efficient because students do not get school material learning that is generally found in schools..." (Appendix number 1)*

The online learning model is limited only to the form of discussion forums and questions and answers, which results in the possibility of certain materials that cannot be delivered by online learning. For example learning that requires practice.

##### **Interviewee 1.2**

*"...Kesulitannya dalam memahami soal materi itu kurang penjelasan yang lebih mendetail. Dan siswa merasa bingung mengenai pelajarannya..."*

*"...The difficulty in understanding the material is lacking a more detailed explanation. And students feel confused about their lessons..." (Appendix number 2)*

From statement above, the student hard to understand because the lack of explanation or detail instruction from teacher caused student feel confused to understand the learning material. Therefore the parents should be extra to teach their children during online learning at home.

##### **Interviewee 2.1**

*"...Ya kalo saat pandemic ini online learning, ya bisa saja. Tapi, lebih baik dan lebih efektifnya itu kalau anak itu bertatap muka. Tapi ya bagaimana lagi, kalau masih pandemic ya tidak bias tatap muka..."*



*“...Yes, during this pandemic, online learning could be done. However, it would be better and more effective if the student learning by face to face. But what else, if it's still a pandemic, can't meet face to face ...” (Appendix number 11)*

From the statement above, Parents prefer face-to-face learning systems over online learning because they consider face-to-face learning to be more effective than online learning.

## **Interviewee 2.2**

*“...Ya kurang efektif, soalnya apa... anak-anak kan kalau dirumah kan kesannya malah kaya libur. Jadi, “ah... nanti aja ngerjakan soalnya. Ah... nanti ajagarap tugase” kaya gitu...”*

*“... Yes, it is not effective, what is the problem... when the children are at home, the impression is that they are like having a holiday. So, "ah ... I'll do it later. Ah ... later, just work on the assignment "like that ...” (appendix number18)*

The interviewee said that online learning is less effective because it causes students to be lazy in learning and seems like a vacation for students at home.

### **3.1.2. The problems faced by elementary school parents' when online learning was taking place**

The contrasting difference between face-to-face learning at school and and online learning that is carried out at home made the student less motivated to learn. They prefer playing to learning through online at home

## **Interviewee 1.1**

*“...Ya, saya ikut mengajari. Kesulitan mengajarnya itu, anak itu cenderung bermain. Jadi, kurang focus dalam belajar bahkan untuk memahami pun kadang dia enggan untuk belajar...”*

*“...Yes, I helped teach. Having difficulty teaching him, the child tends to play. So, they don't focus on learning even to understand, sometimes they are reluctant to learn...” (Appendix number 3)*

Based on the statement, the student hard to focus or understand the material because they tend to play rather than learn

## **Interviewee 1.2**

*“...Untuk mengenai waktu, saya setiap saat atau setiap waktu, bisa. Tapi kendalanya, tergantung anaknya. Kalau sudah bermain itu susah untuk diajari. Soalnya belajar dirumah beda sekali dengan disekolahan. Kalau dirumah cenderung untuk main tadi itu...”*

*“...As for the timing, I can at any time. But the obstacles, depending on the child. If he has played it is difficult to teach. Because studying at home is very different from school. At home, he tends to play...” (Appendix number 4)*

Similar to data 2, student tend to play rather than learn caused student hard to teach and different vibes between school and home made them tend to play.

### **Interviewee 1.3**

*“...Penyebabnya itu, ya tadi. Mesti kurang focus belajar, tidak konsentrasi, pinginnya cuma main. Soalnya kalau dirumah itu maunya bermain, bermain, dan bermain saja...”*

*“...The reason is the one mentioned earlier. He must be less focused on studying, not concentrating, he just wants to play. The problem is at home he just wants to play, play, and play...” (Appendix number 7)*

Due to the statement above, it can be concluded that the student less concentration during the online learning because they always tend to play rather than learning.

### **Interviewee 2.1**

*“...Kesulitan mendampingi sih sebenarnya juga tidak begitu sulit. Cuma, kadang kan anak ada moodnya sendiri. Kalau misalnya anak dirumah, itu kan kadang anak susah untuk belajar dirumah atau online learning. Cuma, kalau misalkan disekolah kan harus. Oh ini tepat waktu, jam segini harus belajar gitu...”*

*“...The difficulty of being there is not that difficult either. However, sometimes children have their own mood. For example, children are at home, it's sometimes difficult for children to study at home or online learning. Only, for example, you have to go to school. Oh, it's right on time, at this time I have to study so...” (Appendix 13)*

Through the statement above, in online learning sometimes children are difficult to teach because of mood changes. If they are in school, it will be easier for them to be regulated in learning because they inevitably have to follow lessons that take place in offline schools.

The contrast between the teaching methods of parents and teachers in schools makes parents confused to determine the right method to teach their children when online learning. Especially in arithmetic and memorization lessons.

### **Interviewee 1.1**

*“...Metode pembelajaran dirumah sama disekolah kan kemungkinan sangat beda. Orang tua masing-masing juga punya metode lain-lain. Anaknya agak kesulitan dalam memahami pelajaran yang dia pelajari. Saya juga merasa bingung metode apa yang sesuai dengan anaknya itu...”*

*“...The learning method at home and at school is likely to be very different. Each parent also has other methods. The child seems to understand the understanding in the lessons he is learning. I also feel confused as to what method is suitable for the child...”*  
(Appendix number 6)

Based on the statement above, the different methods used by teachers and parents in teaching cause student to experience difficulty understanding the material provided by the school to study at home. Parents as substitutes for teachers in educating their children during online learning also have difficulty finding the right method so that their children can understand the questions well.

### **Interviewee 2.1**

*“...Kalau kesulitan sih sebenarnya nggak sulit juga. Cuma kalau pandemic, pelajaran kaya: matematika, ataupun yang berhitung, atau kan menghafal, itukan harus tatap muka dengan pengajarnya atau pengampunya sendiri-sendiri. Kalau misalnya, anak itu tidak bertatap muka kalau pas misalnya berhitung kan rumus-rumusny belum tau. Bahkan kalau tahfidz, cara menghafal itu kan, pengampunya atau ustadnya ada metodenya sendiri untuk anak itu bias menghafal ataupun tidak....”*

*“...actually, it's not that hard. Only if it's a pandemic, the subject: not meet face to face even though for example calculating the formula does not match. Even if tahfidz, how to memorize it, the supervisor or ustad has its own mathematics, or arithmetic, or rote memorization, will have to come face to face with the teacher or supervisor individually. For example, if the child does way for children to be able to memorize it or not...”*  
(Appendix number 12)

The limited knowledge of parents in their children's school lessons makes parents still rely on meetings between students and their teachers to teach their children in learning, especially in practical learning.

### **3.2. Discussion**

#### **3.2.1. Parents' Perception of Online Learning During Pandemic Covid-19**

According to the data obtained, parents think online learning is less effective during a pandemic. Parents prefer face-to-face learning systems over online learning because they consider face-to-face learning to be more effective than online learning because according to them, students still need guidance and face to face with the teacher as is traditionally done in their schools. Supported by Haythornthwaite et al, 2000; McLaren, 2004; Davies & Graff, 2005 (Anna Ya ni, 2013) students who fail online classes tend to interact less frequently with teachers in their class. Lack of conveying the learning material properly and the lack of supervision from the teacher makes parents of young learners go the extra mile in assisting children to feel when learning online.

Interviewee 1.1: The researcher found that parents felt that online learning was less effective because the limited model of online learning was only in the form of discussion forums and questions and answers, which resulted in limited delivery of material provided by the teacher especially in practical learning, making them have to work extra hard to teach their child in online learning during a pandemic.

Interviewee 1.2: the parents found that the student hard to understand because of the lack of explanation or detail instruction from the teacher caused young learners confused to understand the learning material. Therefore the parents should be extra to teach their children during online learning at home.

Interviewee 2.1: statements from parents who help and accompany young learners in online learning state that schools face to face with teachers directly are more effective than online learning.

Interviewee 2.2: the researcher concluded that the limited knowledge of parents in their children's school lessons makes parents still rely on meetings between students and their teachers to teach their children in learning, especially in practical learning.

Derived from parental data, online learning is actually a good way to reach schools during a pandemic. However, various parties, from the government, even to their parents, were not ready. Lack of adequate facilities to improve the interaction experience of parents, especially with the use of technology, and lack of interest in using technology makes it difficult for parents to learn online, make parents think that online learning is less effective in learning for young learners during a pandemic.

### **3.2.2. The problems faced by elementary school parents' when online learning was taking place**

The lack of discipline of children and the rapid decline in concentration when studying at home made parents overwhelmed when teaching their children during online learning in the Covid-19 pandemic. This finding is supported by Ersoz, A (2007) in his book which states that the characteristics of young learners are low concentration. Also the lack of a combination of learning and play made children quickly bored due to the practice of young learner education, which must be in the form of free games and outdoor activities (Stephen & Edwards, 2018).

Interviewee 1.1; Interviewee 1.2; Interviewee 1.3: Researcher concluded that the low concentration and different atmosphere between school and home makes the student tend to play rather than learning

Interviewee 2.1: Researchers found that the mood changes of young learners made it difficult for parents of young learners to teach them.

The role of parents as substitutes for teachers during online learning makes it a little difficult for parents to find appropriate methods to teach their children during the Covid-19 pandemic. In traditional educational settings, the instructional role of parents is more limited and less active and is primarily focused on supporting classroom teaching. Therefore, the role of teachers is still very much needed during online learning. As mentioned by Eddy et al (2013), educators still need to carry out their roles and duties so that the learning process can occur. Thus, making it easier for parents to teach their children during online learning during the Covid-19 pandemic.

Interviewee 1.1: the different methods used by teachers and parents in teaching cause student to experience difficulty understanding the material provided by the school to study at home. Parents as substitutes for teachers in educating their children during online

learning also have difficulty finding the right method so that their children can understand the questions well.

Interviewee 2.1: The limited knowledge of parents in their children's school lessons makes parents still rely on meetings between students and their teachers to teach their children in learning, especially in practical learning.

#### **4. CONCLUSION**

To conclude, the researcher elaborates the conclusion based on the data that has been analyzed. This conclusion answers the problem statement that has been written regarding the opinions of parents of young learners about online learning during the Covid-19 pandemic.

Parents prefer to do face-to-face learning system over online learning. They think face-to-face learning is more effective than online learning because according to them students still need face-to-face guidance and face-to-face learning as traditionally has been done in schools. As mentioned by Eddy et al (2013), educators still need to carry out their roles and duties so that the learning process can occur. Thus, making it easier for parents to teach their children during online learning during the Covid-19 pandemic.

The different method used by parents and teacher made the student easily get bored. Accordingly Ersoz, A (2007) in his book stated that the characteristics of young learners are low of concentration. The mood swings of young learners that are relatively fast and easily get bored also make their concentration decrease rapidly. The difference between studying at school and home makes them like school holidays. Therefore, young learners tend to play rather than learn.

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